

Evang. = Luth. Schulblatt.

53. Jahrgang.

September 1918.

Nr. 9.

Die beiden antiphonischen Gemeindegesänge.

Darunter versteht man den sogenannten Ambrosianischen Lobgesang oder das Te Deum Laudamus und das alte Bittgebet oder die Litanei. Beide ursprünglich in lateinischer Sprache gebraucht, wurden von Luther dem deutschen Volke zum gesegneten Gebrauche dargeboten nach Text wie nach Melodie. Sie finden sich daher auch seitdem in allen lutherischen Gesang- und Choralbüchern.

Das Te Deum, Nr. 337.

Dieser „würdigste Chorführer in einem Gesang- und Choralbuch“ hat seinen Namen von Ambrosius. Einer unverbürgten Sage nach soll er bei der durch Ambrosius im Jahre 387 in der Ostersnacht an dem heiligen Augustin vollzogenen Taufe entstanden sein. Andere freilich halten dafür, daß er erst im fünften Jahrhundert verfaßt worden sei. Im neunten Jahrhundert findet sich bereits eine althochdeutsche Übersetzung: „thih cot lopemes“, ferner eine prosaische aus dem vierzehnten und eine metrische aus dem fünfzehnten Jahrhundert.

Die lutherische Kirche nahm dieses liturgische Kleinod allgemein in ihren Gesangsatze auf, und zwar nach Luthers metrischer Übersetzung vom Jahre 1529. Sie gebrauchte ihn in der wöchentlichen Sonntagsmesse, am zweiten oder dritten Feiertag der hohen Feste, an den Aposteltagen und vor allem bei besonderen feierlichen Anlässen: Dank-, Jubel-, Krönungs-, Friedensfesten, selbst bei Ordinationen.

Die Ausführung geschah in antiphonischer Weise. Den Schluß des ersten Verses aber, in den Worten: „Heilig ist unser Gott, der Herr Zebaoth“, sowie das Amen des Schlusses sangen beide Chöre zusammen. Gewöhnlich fand der Wechselgesang zwischen

Chor (Knabenchor, gemischter Chor) und Gemeinde statt, wobei aber letztere selbst wieder in ihrem Gesang vom Chor geleitet und unterstützt wurde.

Dem Te Deum folgte Versikel und Kollekte: für ersteren gewöhnlich: „Danket dem Herrn, denn er ist freundlich. Halleluja!“ oder: „Gott, gib Fried“; für letztere wählte man nach Luthers Vorgang die in unserer Agende unter Nr. 1 und 13 aufgenommenen.

Hauptinhalt: Lobgesang auf den dreieinigen Gott.

Gedankengang: Der Dichter dieses großartigen Lobgesanges verkündigt in seliger Übereinstimmung mit den Engeln, Aposteln, Propheten und Märtyrern und der gesamten Christenheit das Lob des dreieinigen Gottes:

Herr Gott, dich loben wir . . .

Mit rechtem Dienst sie lobt und ehrt.

Besonders aber ertönt sein Lobgesang dem Ehrenkönig Jesus Christus, der, um das menschliche Geschlecht zu erlösen, Mensch geboren ist, dem Tode die Macht genommen hat und zur Rechten Gottes als Richter der Lebendigen und der Toten thront:

Du König der Ehren, Jesu Christ . . .

Alles, das tot und lebend ist.

Zuletzt geht das Loblied in einen Wittgesang über, in dem der Dichter den Erlöser um Aneignung des Heils, um Segen und Pflege seiner Kirche anruft:

Run hilf uns, Herr, den Dienern dein . . .

Und ehr'n dein'n Namen stetiglich.

Schließlich wird Gott um Bewahrung vor aller Sünde und Missetat und um Barmherzigkeit in aller Not mit aller Zuversicht angefleht: „Behüt' uns heut“ usw.

NB. Man singe nicht zu langsam — trotz der langen Noten —, sondern munter und mit deutlicher Aussprache der Silben.

Die Vitanen, Nr. 368.

Diese „demütige Fürbitte für die allgemeine Not der ganzen Christenheit“ reicht ihren Anfängen nach weit in die ersten Zeiten der Christenheit hinauf. Sie war schon in Gebrauch zu den Zeiten des heiligen Basilus (370) und des heiligen Ambrosius (380). Ihren Ursprung hat sie in dem Fürbittengebet der alten Kirche, in welchem der Diakon zu den einzelnen Vitten mit „Laßt uns bitten!“ und der Angabe des Gegenstandes derselben aufforderte, die Gemeinde aber jede solche Fürbitte mit Kyrieleison (Diaconissengebet) erwiderte. (Apostolische Konstitutionen.)

Unter den mancherlei im Lauf der Zeit entstandenen Bitten fand Luther namentlich drei vor: die Bitte „vom süßen Namen Jesu“, die lauretanische von der Mutter Gottes und vor allem die sogenannte „große Vitanei“. Gottlob, daß Luther die beiden ersteren ohne weiteres verwarf, die letztere aber für die deutsch-lutherische Kirche reinigte und verdeutschte! (1524.)

Nach Gerber („Historie der Kirchenzeremonien in Sachsen“, 1732, S. 268, § 4) hat Luther die Vitanei für das „beste Gebet gehalten, so nach dem Gebet des heiligen Vaters unsers auf Erden kommen ist“. Sie wurde auch von der Kirche mit großer Liebe aufgenommen und fleißig gebraucht: in den Wochenkirchen, nach der Predigt, wenn kein Abendmahl stattfand, und an Bußtagen. Welche Pflege man auf sie wandte, in welchem Ansehen sie stand, beweisen die vorhandenen Predigten und Erklärungen der Vitanei. Paul Eber predigte schon in der Reformationszeit über die Vitanei, und Johann Gerhard schrieb eine treffliche Erklärung. („Gebetschatz“, S. 346 ff.)

„Die Vitanei ist, namentlich in Luthers Bearbeitung, wie ein herrliches Bauwerk der alten Zeit, das, je mehr man Plan und Sinn erkennt, desto höher geschätzt und dem Herzen desto trauter und lieber wird. In tiefer Erkenntnis der Sünde, keinen Weg der Hilfe wissend als Gnade und Erbarmen, erhebt sie sich gerade auf diesem Wege desto gewaltiger zur Anbetung der allerheiligsten Dreieinigkeit. Ihr Kyrie und ihr Eleison deutet — jenes auf die höchste Höhe, dieses auf unsere tiefste Tiefe. Jene Höhe und jene Tiefe werden . . . vermittelt durch den, der, je weiter hinein ins Gebet, desto deutlicher und strahlender in seinem Verdienst hervortritt, durch unsern Herrn Jesum Christum. Anbetend beginnt die Vitanei, Christum bekennend mittelt sie, im süßen Agnus endet sie. . . . Zwischen den drei hohen Türmen des Anfangs, Mittels und Endes strecken sich in zwei wohlgeordneten herrlichen Reihen die einzelnen Bitten.“

A. Gedankengang.

I. Einleitung: Der Ruf zum dreieinigen Gott um Erbarmen.

II. Die Bitten, in zwei Reihen eingeteilt nach 1 Tim. 2, 1. 2.

Erste Reihe: Die Bitten um Abwendung des Bösen mit dem Refrain: „Behüt' uns, lieber Herr Gott!“ unter Beziehung auf Christi Verdienst mit dem Refrain: „Hilf uns, lieber Herr Gott!“

Zweite Reihe: Die Bitten um Erweisung des Guten in der Fürbitte für die drei Hauptstände in den menschlichen Lebens-

verhältnissen mit dem Refrain: „Erhör' uns, lieber Herr Gott!“ nämlich

- a. für die Kirche, und was sie betrifft;
- b. für die Obrigkeit und die Ruhe der Welt;
- c. für den Hausstand und alle seine Glieder und Bedürfnisse.

III. Schluß. Dreimalige Anrufung des Lammes Gottes, das der Welt Sünde trägt, und, wie am Anfang, Blick auf das Erbarmen der Dreieinigkeit.

B. Ausführung.

Die Litanei wird alternativ gesungen oder auch gesprochen. Ursprünglich folgte auf jede Bitte die Antwort der Gemeinde; hie und da geschah — heutzutage meistens — eine Zusammenfassung der Bitten in Gruppen. (Siehe auch unsere Agende.)

Hierbei korrespondierten entweder a. Pastor und Gemeinde oder b. Chor und Gemeinde oder c. etliche Chorknaben und Gemeinde, wie letzteres schon in Wittenberg und dann so vielfach z. B. in Nürnberg beliebt wurde. Die Kinder als Vorbeter oder Vorsänger der Litanei — lieblicher Gedanke! Pastor oder Chorknaben stehen oder knien an den Stufen des Altars. An Bußtagen wenigstens kniet auch die Gemeinde.

C. Verwendung.

An Sonntagen, an welchen keine Kommunion stattfand, wie in Wochengottesdiensten, vornehmlich aber an öffentlichen Bußtagen.

D. Stellung.

Meist nach der Predigt mit oder ohne vorausgehende allgemeine Beichte und Absolution und mit nachfolgender Kollekte. Vaterunser geht entweder voraus oder folgt unmittelbar. Somit wäre die Aufeinanderfolge:

a. wenn gesungen:

1. Beichte und Absolution. Darauf eine kurze Ermahnung zum Gebet.

2. Litanei. (Während der Pastor von der Kanzel und von da aus direkt zum Altar geht, leitet der Orgelton dieselbe ein; ist keine Orgel vorhanden, so singt die Gemeinde einen passenden Vers.)

3. Vaterunser. (Kniend, auch wenn die Litanei stehend gebetet wird; entweder laut gesprochen oder, was sehr passend, in der Stille.)

4. Gesang, Nr. 185, 9.

5. Versikel, Kollekte, Segen.

6. Schlußvers, Nr. 11 oder 12.

b. wenn gesprochen:

1. Beichte und Absolution auf der Kanzel; nach derselben die Abkündigung und darauf Vermahnung zum gemeinen Gebet durch die Litanei 368 und Vaterunser.
2. Gesang eines oder etlicher Verse.
3. Litanei und Vaterunser.
4. Gesang, Nr. 185, 9.
5. Kollekte und Segen.
6. Schlußvers, Nr. 11 oder 12.

Anmerkung zum Te Deum und zur Litanei: Die Wiedereinführung beider läßt sich durch Schule und Konfirmandenunterricht anbahnen, indem Pastor oder Lehrer alternativ und sprechend mit den Kindern am Mittwoch das Te Deum und am Freitag die Litanei beten.

Friedrich Lochner.

First Lesson on the Case of Nouns.

Teacher: "Name some noun." *Child:* "Boy," etc.

T.: "Say something of the boy." *C.:* "The boy plays."

T.: "Of whom have you said something?" *C.:* "Of the boy."

T.: "Mention something Mary does." *C.:* "Mary eats."

T.: "Who teaches Mary?" *C.:* "The teacher."

T.: "Whose dress is Mary wearing?" *C.:* "Mary's dress."

"We have just used the word 'Mary' in three different ways.

In the first sentence we said Mary did something, namely, she ate. In the second sentence we said something was done to Mary, namely, the teacher teaches her, and in the third sentence, that Mary owns or possesses something, her dress.

T.: "In how many ways was the word 'Mary' used?" *C.:* "In three ways."

"There is some connection or relation in the first sentence between Mary and the eating. Mary is the girl that did the eating. In the second sentence the word 'Mary' tells upon whom the act of teaching was carried out, and in the third sentence the word 'Mary's' shows whose dress is meant. In all these sentences the word 'Mary' is taken with some other word, and it seems as if these words belonged or were related to Mary in some way."

T.: "Before we proceed further, I must ask if any of you have relations." *C.:* "Yes, sir."

T.: "Mention some." C.: "Mother, sister," etc.

T.: "Am I any relation to you?" C.: "No, sir; you are not."

T.: "Is your playmate Annie related to you?" C.: "No, sir."

T.: "Is your mama related to you?" C.: "Yes, sir."

T.: "She is one of your relations, and is nearer and dearer to you than I am or one of your playmates is."

T.: "To whom else is your mama related?" C.: "To my brother and father."

"You live together and belong together."

"In grammar we also have relations; of course, not such as play with or love each other, but words that belong to, or are taken with, each other. For instance, in the first sentence we mentioned a while ago, the word 'Mary' has a certain relation to the eating. In the second sentence the words 'teaches' and 'Mary' have a certain relation to each other, and in the third sentence, 'Mary's' and 'dress' are taken together. This relation which a noun has to some other word we call, in grammar, its case."

T.: "What do we call the relation that a noun has to some other word?" C.: "We call it its case."

"I have already told you that we used the word 'Mary' in three different ways. First, Mary did something; secondly, something was done to Mary; thirdly, Mary owns, or possesses, something. In each case 'Mary' is related to, or is taken together with, the other words."

T.: "Who can tell in how many ways the noun 'Mary' is related to the other word?" C.: "In three different ways."

T.: "Who remembers what I told you that we called this relation in grammar?" C.: "We call it its case."

T.: "How many cases, then, may the word 'Mary' have?" C.: "It may have three cases."

T.: "You know that you are called by different names or words, according to the relation you are to some one else. To your father you are a daughter, to your brother you are a sister, to your uncle you are a niece, etc.; and still you are Mary, only the relation to you is different. So we may also have different names for the relation a noun has when it is used in different ways with another word. The noun 'Mary' in the sentences mentioned has three different relations, or cases, and they are called the Nominative, the Possessive, and the Objective."

T.: "Repeat them, Anna." (Child repeats.)

T.: "Repeat in concert." (Children repeat singly and in concert until entirely familiar with the names of the cases.)

"I will write them on the board, and then we will repeat again. To-day we shall hear more of one of these cases, namely, the nominative case. I wish you to learn the relation of a noun when it is in the nominative case."

T.: "The first sentence was: 'Mary ate.' What, did we say, Mary did?" *C.*: "She ate."

T.: "Mention something boys do." *C.*: "Boys play."

T.: "Mention something pupils do." *C.*: "Pupils study."

T.: "Who study?" *C.*: "Pupils study."

"Whenever we say something of a noun, something that the noun does, the relation which that noun has to the other word we call the nominative case. We said something of Mary in the first sentence.

T.: "In which case is the word 'Mary'?" *C.*: "In the nominative case."

T.: "In the second sentence, just mentioned, we said, 'Boys play.' In which case is boys?" *C.*: "In the nominative case."

T.: "Why is it the nominative case?" *C.*: "Because something is said of the boys."

T.: "In the third sentence we said: 'Pupils study.' In which case is pupils?" *C.*: "In the nominative case."

T.: "Why?" *C.*: "Because something is said of them."

T.: "Snow falls gently. Of what is something said?" *C.*: "Of the snow."

T.: "In which case is snow?" *C.*: "In the nominative case."

T.: "Why?" *C.*: "Because something is said of it."

T.: "The story is long. What is long?" *C.*: "The story."

T.: "What case is story?" *C.*: "The nominative case."

T.: "Why?" *C.*: "Because something is said of it."

T.: "The whale is an animal. What case is whale?" *C.*: "Nominative case."

T.: "Why?" (Same reason as before.)

T.: "I wish you to construct some sentences, and tell me which words are in the nominative case." (Children do so, and continue until they see clearly why the word is in the nominative case.

T. (Plurals): "'John and Charles are playing.' Which words are in the nominative case?" *C.*: "John and Charles."

T.: "Why?" (Same reason as before.)

T.: "'Lions and tigers are giant cats.' Which words are in the nominative case?" *C.*: "Lions and tigers." (Same reason as before.)

T.: "Mary's dress was torn." Which word is in the nominative case?" C.: "Dress." (Reason to be given.)

T.: "The books of the child were soiled." Which word is in the nominative case?" C.: "Books." (Reason to be given; also other examples to be adduced.)

T.: "Is the dog running?" Which word is in the nominative case?" C.: "Dog." (Reasons.)

T.: "Did John's hat fly off?" Which word is in the nominative case?" C.: "Hat." (Reasons. Other examples.)

Continue *ad libitum*.

M.

An Outline of the Course of Study for Lutheran Schools.

Approved and issued by the General School Board of the Ev. Luth. Synod of Missouri, Ohio, and Other States, August, 1918.

This COURSE OF STUDY is issued as a help to attain greater uniformity in our Lutheran schools. The present Course is an *outline* only; for it is impossible to compile a detailed Course of Study suitable for all schools of our Synod. But this outline should form the *basis* of all courses compiled for our schools. The aim of the outline is, therefore, to unify the work in our schools by furnishing the basis for a closer and more effective direction and supervision.

READING.

First Grade.

1. Charts. First Reader.

2. Supplementary reading.

Selections: Mother Goose Reader. — Rhymes and Jingles. — Indian Myths. — Kitty Mittens and Her Friends. — Patriotic Stories: Flags, Washington, or others.

Second Grade.

1. Second Reader.

2. Supplementary reading. Reproduction.

Selections: Boyhood of Washington. — Boyhood of Lincoln. — Story of the *Mayflower*. — Story of Wool. — Picture Stories for Little Children. — A Child-life Reader. — Little Red Riding Hood. — Jack and the Bean-stalk, or others.

Third Grade.

1. Third Reader.

2. Supplementary reading. Reproduction.

Selections: Story of Columbus. — Story of Washington. — Story of Robinson Crusoe. — Stories of the Revolution, 1. 2. 3. — Renard the Fox. — Aunt Martha's Corner Cupboard, 1. 2. 3. — Sleeping Beauty.

Fourth Grade.

1. Fourth Reader, Parts I and II.
2. Supplementary reading. Reproduction.

Selections: American Naval Heroes. — American Inventors, 1. 2. — 15 Selections from Longfellow. — Stories of the Battles of Bunker Hill and Lexington. — Story of De Soto. — Story of Daniel Boone. — Night before Christmas. — Story of the Backwoods. — Three Giants.

Fifth Grade.

1. Fourth Reader, Part III. Selections from the Fifth Reader, Part I.
2. Supplementary reading. Reproduction.

Selections: What We Drink. — Story of La Salle. — Story of Canada. — A Dog of Flanders. — Sky Family. — Jackanapes.

Sixth Grade.

1. Fifth Reader completed.
2. Supplementary reading. Reproduction.

Selections: Gifts of Our Forests. — Heroes of the Revolution. — Flowers and Birds (of Illinois). — Lives of Webster and Clay. — King of the Golden River. — Three Golden Apples. — The Golden Fleece. — The Miraculous Pitcher. — Story of William Tell. — Life of Longfellow. — Life of Hawthorne.

Seventh Grade.

Literature.

Selections: Snow-bound. — Illinois. — Rip Van Winkle. — Christmas Carol. — Courtship of Miles Standish. — Stone Face. — Cricket on the Hearth. — Declaration of Independence. — Dialogs.

Eighth Grade.

Literature.

Selections: Evangeline. — The Voyage. — The Deserted Village. — Legend of Sleepy Hollow. — Speeches of Lincoln. — Constitution of the United States. — The Wife. — Bunker Hill Address. — Enoch Arden. — Dialogs.

Notes.

Our Readers are the basis for our instruction in English reading in the six lower grades. In the seventh and eighth grades "Classics" should be read mainly.

It is helpful and interesting both to the pupil and the teacher to use other material than the Readers in the lower grades. A number of "Selections" have been given from which the teacher may choose one or more for each grade.

Use the dictionary.

Reproduction, oral and written.

ENGLISH GRAMMAR.

First Grade.

Letters. Words. Sentences.

Copy from Reader.

Second Grade.

See Grade I.

Short connected sentences. Material to be taken from Readers and object-lessons.

Third Grade.

Language Lessons, Book I, Part I.

Reproduction from Reader, stories, and object-lessons.

Fourth Grade.

Language Lessons, Book I, Part II.

Reproduction from Reader, stories, and object-lessons.

Fifth Grade.

Language Lessons, Book II, Part I.

Emphasis is to be placed on language.

Subject and Predicate. Diagraming.

Noun.

Verb.

Adjective.

Adverb.

Personal Pronouns.

Object.

Prepositions.

Correct use of parts of speech in sentences.

Sixth Grade.

Language Lessons, Book II, Part II.

Subject and Predicate. Diagraming.

Nouns (classes, properties).

Personal pronouns (properties).

Verbs (tenses, voices, indicative mode).

Conjunctions.

Interjections.

Adjective and adverbial phrases.

Relative pronouns.

Object. Complement.

Correct use of parts of speech and phrases in sentences.

Seventh Grade.

Language Lessons, Book III, Part I.

The Simple Sentence. Diagraming. Analyze.

Nouns. Review. Parse.

Verbs. Tenses. Modes. Parse.

Pronouns. Classes. Parse.

Adjectives and Adverbs. Parse.

Adjective and adverbial phrases.

Direct, indirect object; factitive complement.

Emphasis is to be placed on correct use in language.

Eighth Grade.

- Language Lessons, Book III, Part II.
- Participles.
- Infinitives.
- Participial and infinitive phrases.
- Compound sentence.
- Complex sentence.
- Sentences from reading-lessons.
- Diagraming. *Analysis.*

ENGLISH COMPOSITION.

Grades I—IV.

- Object-lessons. Select topics from the child's environment, *viz.*, home, school, flowers of the field, plants of the garden, domestic animals, birds, insects.
- After discussing a topic, a written reproduction should follow.

Grades V—VIII.

1. Prof. Miller's Outlines for Compositions.
 2. Frequently use topics from History, Geography, Physiology.
- Civics for composition-work.
 - Narration. Description. Letter-writing.

ENGLISH SPELLING.

Although the importance of correct spelling should be impressed upon the mind of the children in every lesson, the use of a Speller is recommended.

Grade I.

- Oral, written.
- No Speller. Take words from the Reader.

Grades II—VIII.

- The Modern Speller, or some other good book.

ARITHMETIC.

First Grade.

- Oral problems.
- Fundamental operations, 1—10.
- Addition and subtraction, 10—20; no carrying or borrowing.
- Develop.

Second Grade.

- Oral problems.
- Fundamental operations, 1—100.
- Multiplier — one figure.
- Divisor — one figure.
- $\frac{1}{2}$ and $\frac{1}{4}$ of numbers divisible without a remainder. *Ex.*: $\frac{1}{2}$ of 14;
 $\frac{1}{4}$ of 16.
- Multiplication-table, 1—5.

Third Grade.

Oral problems.
 Fundamental operations, 1—1,000.
 Multiplier — two figures.
 Divisor — two figures.
 Multiply and divide by 10, by canceling or annexing naughts.
 Multiplication-table, 6—10.
 $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ of numbers divisible without a remainder.
 Denominate numbers.
 \$, c. — yd., ft., in. — lb., oz. — gal., qt., pt.

Fourth Grade.

Oral problems.
 Fundamental operations, 1—100,000.
 Multiplier — 3 places.
 Divisor — 3 places.
 $\frac{1}{2}$; $\frac{1}{3}$, $\frac{2}{3}$; $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{3}{4}$; all 5ths, 6ths, 8ths, 10ths, 12ths, 16ths.
Ex.: $\frac{1}{8}$ of 48.
Operation: $\frac{1}{8}$ of 48 = 6; $\frac{7}{8}$ of 48 = $7 \times 6 = 42$.
 Multiply and divide by 10, 100, 1,000.
 Denominate numbers.
 Problems: U. S. money. — yd., ft., in. — gal., qt., pt. — T., lb., oz. — bu., pk., qt.
 Fractions (introduction).
Ex.: $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2} = 1\frac{1}{2}$.
 $2 - \frac{1}{2} = 1\frac{1}{2}$.
 $2 \times \frac{3}{4} =$
 $\frac{9}{8} \div 3 =$

Fifth Grade.

Oral problems.
 Common and decimal fractions.
 Problems of practical value in denominate numbers.
 Multiply and divide by 10 by moving decimal point.

Sixth Grade.

Oral problems.
 Review common and decimal fractions.
 Drill aliquot parts.
 Application of decimals in percentage.
 Commercial problems.
 Profit and loss.
 Commercial discount.
 Commission.
 Mensuration.
 Square. Cube.

Seventh Grade.

Oral problems.
 Percentage. Interest.
 Commercial problems.
 Insurance.

Taxes.
Stocks and bonds.
Compound interest.
Mensuration.
Carpeting. Plastering. Papering.
Lumber. Wood.
Square. Rectangle. Rhombus. Rhomboid. Triangle. Trapezoid. Trapezium. Circle.

Eighth Grade.

Oral problems.
Commercial problems.
Partnership. Partial payment. Customs and duties. Compound ratio.
Mensuration.
Square root. Cylinders. Cone. Pyramid. Sphere. — General review.

GEOGRAPHY.

First Grade.

Environment. Home, school, church, some streets (or roads), parks, river, lake, post-office.

Second Grade.

Environment (continued). Cardinal and semicardinal points of compass. Draw maps of streets or roads in the neighborhood. Suburbs. Villages. What direction from your home?

Third Grade.

County and State.
Definitions of land and water forms.

Fourth Grade.

Review County, State, and definitions.
Country, Grand Divisions. (States and capitals.)
Continents. Oceans. Zones.
Some typical animals and plants of the different zones and Grand Divisions.
Transportation.
a) Within the city, by means of wagons, trucks, auto trucks, street cars, "L" trains.
b) Long-distance traffic by means of railroads, river- and lake-boats.

Fifth Grade.

The United States and Dependencies.
Principal products, animals, occupations.
Review of Grand Divisions.

Sixth Grade.

Canada, Mexico, Central America, South America, and their products.
Review United States.
Arctic and Antarctic Circles.
Tropics of Cancer and Capricorn.
Gulf Stream. Plants, animals.
Supplementary reading.

Seventh Grade.

Asia, Europe. Plants, animals, products.
Review United States.
Longitude and latitude.
Ocean currents.
Supplementary reading.

Eighth Grade.

Africa, Australia, and islands of the Pacific Ocean. Plants, animals, products.
Review United States.
Commercial relations of the United States to other nations.
Supplementary reading.

HISTORY.

Third Grade.

Biographical.
Tell short stories about Lincoln, Washington, Columbus. Reproduction. Celebration of national holidays.

Fourth Grade.

A number of leading characters and events in history; as, Patrick Henry, Thomas Jefferson, Discovery of America, Indians, Benjamin Franklin. First settlements.

Fifth Grade.

Discoverers and explorers. Early colonies. Indians in the Colonial time. Four Colonial wars with France.

Sixth Grade.

The beginning of the struggle for independence. The Revolutionary War.

Seventh Grade.

Organization of the Government under the Constitution. Territorial expansion. Pioneers of the West. Internal improvements and inventions. War of 1812. Mexican War. Civil War.

Eighth Grade.

The period of reconstruction and passing events. A brief survey of the history of our country, from the adoption of the Constitution to the present time.
A brief survey of General History.
Review Grades IV—VI.

CIVICS.

Seventh Grade.

Family, school, civil district, township, village, city, county. Declaration of Independence.

Eighth Grade.

State. Federal Government. Constitution. Current events.

PHYSIOLOGY AND HYGIENE.

All Grades.

How to keep well; clean skin; baths; care of teeth; fresh air; wholesome food; contagion.

Grades VI—VIII.

Use a good text-book: Overton's Primary Physiology, Foreman, Baldwin, Gulick Series, Smith.

PENMANSHIP.

Sufficient time should be devoted to acquire a good handwriting. A good muscular movement method, such as the Palmer method, is recommended. Short daily exercises.

RELIGION.

(Will be issued later.)

GERMAN.

(Will be issued later.)

MUSIC.

Sacred, national, and folk-songs. 1-, 2-, 3-part songs. Notes and value of notes. Intervals, sight-reading.

SCIENCE.

Lower Grades.

Taught in form of object-lessons.

Seventh Grade.

Animals, plants, minerals.

Eighth Grade.

Light, heat, electricity, magnetism.

DRAWING.

The following course of drawing is used: —

Exercises in straight lines and examples of geometrical figures.

Exercises in curved lines and examples of geometrical and symmetrical forms.

Objects and ornamental forms in straight and curved lines.

Objects, figures, and houses in perspective, with exercises in shading.

Tools and implements. Line-shading.

Blocks and cubes in line-shading.

Landscapes. Outlines in perspective.

Landscapes. Outlines to $\frac{3}{4}$ shading in perspective.

Studies in foliage and landscapes; $\frac{1}{2}$ to $\frac{3}{4}$ shading.

Ornamental forms; $\frac{1}{4}$ to $\frac{1}{2}$ shading.

Ornamental forms; $\frac{1}{2}$ to full shading.

Flowers and fruits; outline to $\frac{1}{4}$ shading.

Flowers; $\frac{1}{4}$ to $\frac{1}{2}$ shading.

Parts of heads, etc.; in outline.

Animals; in outline.

Birds; in outline to $\frac{1}{2}$ shading.

Fruits and vegetables; $\frac{3}{4}$ to full shading.

Flowers; full shading.

Animals; $\frac{1}{4}$ to $\frac{1}{2}$ shading.

Animals; $\frac{3}{4}$ to full shading.

Birds; full shading.

Landscapes; full shading.
 Parts of heads; $\frac{1}{2}$ shading.
 Heads; full shading.
 Coloring.

Special for girls:—

Exercises in needlework: Simple curved lines, leaves, flowers, patterns for borders, corner- and center-pieces, alphabets, and monograms.

PHYSICAL EXERCISES.

Calisthenics: Rods. — Indian-clubs. — Dumb-bells. — Flag-drills.

Danger Threatens.

Our parochial schools, — love and uphold them as sincerely as our enemies hate and seek to destroy them. The enemy is employing whatever our troublous times afford in the way of *camouflage*, and is making another assault on our constitutional liberty. Our brethren of the Missouri Synod are sensing danger, just as we are, as the following from the *Milwaukee Journal* shows:—

“St. Louis. — The General School Commission of the Missouri Synod of the Lutheran Church has issued a memorandum with regard to plans for the welfare of Lutheran parochial schools. The text of the memorandum, which is printed by *Der Lutheraner*, official organ of the synod, reads in part:—

“The chairman, as well as other members of the commission, reported on conditions which now obtain in various parts of our country, and which more or less threaten the existence of our schools. In some States the parish-schools are as good as gone, in others the German language is forbidden in the schools, and in still others even preaching in German is forbidden. A number of parishes have voluntarily taken German instructions out of their schools in order to forestall possible compulsion. It cannot be denied that a storm is at present breaking over our schools, and we have reason to pray God not to let our sins be visited upon us, but mercifully to preserve to us this nursery of the Church.

“The General School Commission, therefore, submits the following advice to District Commissioners: In treating the whole situation, be guided only by the thought that the chief duty of our schools is to teach the Gospel. Do not forget that, as a rule, times of high tension are not suited to making fundamental and far-reaching changes. Act wisely with regard to language-matters, that is, in such a way that the welfare of the Church is not preju-

diced. Do not act according to a fixed plan, but according to local conditions. Get in touch with the officials of the State, if necessary — the Council of Defense, the Governor, etc. Encourage thorough discussion of the school-question in synodical meetings. Encourage, wherever possible, the founding of schools in parishes which have none."

That we are reading the signs of the times correctly is borne out by the instance to which the *Catholic Sunday Visitor* points: —

The *Grand Rapids* (Mich.) *Press*, June 11, 1918:

"'You believe in all children being required to attend school, don't you? Then sign this petition.'

"As in the case of the men who are seeking to wreck the new Grand Rapids city charter for their own selfish purposes, it is easy to so mistake the purpose of a petition that many persons will sign it without further inquiry, and the *Press* finds that these tactics are also being followed by the Detroit secret society which is back of the notorious anti-church-school amendment that it hopes to spring on the voters this fall. In using the words quoted in the paragraph above, its boosters give the signer no idea of their real purpose. We already have a compulsory school law that requires all children to attend school, either public, church, or private. But the proposed constitutional amendment reads: —

"'All residents of the State of Michigan between the ages of five and sixteen years shall attend the public school in their respective districts until they have graduated from the eighth grade. Provided, that in districts where the grades do not reach the eighth, then all persons herein described in such district shall complete the course taught therein.'

"Just what does that mean? It means that if you sign to submit it to the voters, you are signing for a bitter religious campaign, — for it spells the death of every church- and private school in the State, — dividing the people at a time when all classes in Michigan should be patriotically united to support the war.

"It means that you are signing money out of your own pocket, because, if the amendment goes through, it will cost the State around \$30,000,000 to provide the extra school facilities for the children from the eliminated church-schools. In Grand Rapids alone the outlay would exceed \$1,000,000. And we should not gain a penny of new revenue from the parents of these children, because they are already paying their share of the public school tax, but prefer, from religious or other reasons, to send their children

to these denominational schools, which they are willing to support in addition.

"It means that you are signing to invade religious liberty and tolerance in free America, and abridge personal liberty of action.

"And finally it means that you are signing to confine your own children to your home district until they are sixteen years of age. They cannot, under this amendment, be sent to a school in any other district, city or State, no matter how smart they may be.

"All this seems like pretty good pro-German propaganda to divide and harass the people of Michigan, and when its circulators find it necessary to lie about its purpose, it is wise and patriotic to turn them down hard."

We have had the same thing here in our State: the fight was fought out at the polls. If we have to fight it over again, we shall probably find that many things have changed since the Bennett struggle. Let us be on our guard! — *Northwestern Lutheran*.

The Use of Pictures in Teaching History.

By WILBUR F. GORDY, Hartford, Conn.

All education has to do with individual life, is related to other life. The child grows by deepening and broadening the vital stream of his thought and feeling. His life, if left to itself, in entire isolation from other human life, would continue to be weak and puny. It increases in volume and power by assimilating the nutritive influences that stream into it from other lives.

This brief statement suggests the high place of history in any scheme of education. For history brings the child into vital touch with the thoughts and feelings, the joys and sorrows, the victories and defeats, the selfish struggles, the moral longings for better things that have entered so strikingly into the daily experiences of men and women of other days. Their lives are great moral lessons. Why these men and women succeeded or failed is of untold value to us as a means of regulating and directing our own lives.

But to bring these lives vividly before the child, to bring to life these men and women of the past so that they move and act and think and feel, is a difficult matter. Mere words, however graceful the phrasing, will not do it. Somehow or other we must make these men and women real people, flesh-and-blood people, laughing, weeping, talking, acting, just as they did in the long ago. They must live in the same houses, wear the same costumes, sit in the same chairs, eat the same food, drink the same drinks, worship in

the same churches, amuse themselves in the same fashion, travel in the same curious ways, as they did when their bodies were throbbing with life. Such men and women appeal to the child because they warm his sympathies by stirring his imagination.

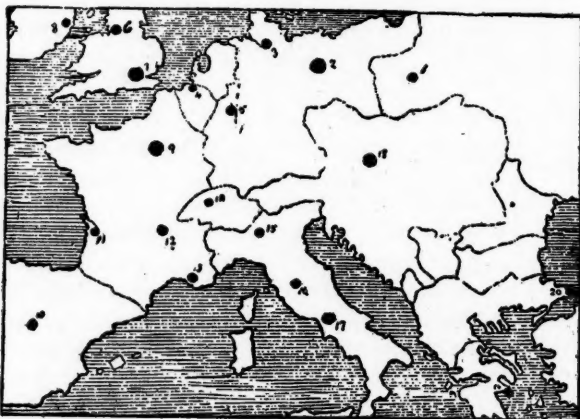
As we learn more of the child, we shall be likely to lay more and more stress upon the important part played in the drama of his life by the visualizing faculty. He has a rich emotional nature which is the mainspring of all his activities. He is not analytical. He does not look at things in a scientific way. We shall certainly make a mistake if we, as we often do, force him to reason about things which concern only the mature mind of the adult. He looks at things not from the standpoint of the scientific observer, but from the standpoint of the poet, instinct with feeling, and viewing things from the synthetic side. He is, by the necessity of his being deeply interested in people and in what they do, to a much less degree in the conditions and things that furnish their surroundings. But he cares much less about words in cold type that tell about persons and things. This is true even when the words used are most fitting for descriptive purposes. For even the gifted writer finds words inadequate to convey mental pictures of what he sees. It is very difficult to give in language a correct impression of a house, a street, a village, or a landscape. It is still more difficult to describe accurately the personal appearance of a man so as to leave in the mind of the reader any adequate idea of how the man looks.

Without question a good picture is better than pages of descriptive words. Of course, words must help out in getting at such things as the color of eyes and hair, height, size, age, and dress. But words alone must leave even the adult reader, with good visualizing power, insufficient and sometimes false ideas of the personality that commands interest and attention. Many adults, however, have not average visualizing power. Not being eye-minded, they do not see things with such vividness and accuracy as would enable them to recall lifelike pictures. Such persons get comparatively little from a page of descriptive language. They need — they need greatly — the use of pictures to aid them in recalling men and scenes. Such persons often read much with small results. It is words, words, words, with them, but little of reality, little of awakened feeling, little of added life.

Children should have this visualizing faculty carefully nurtured and developed. They should be trained to see pictures accurately so as to interpret them aright, so as to get from them their full meaning. The study of pictures, with suitable exercises to

strengthen this power, will be of untold value to the child in his study of history as well as of literature, geography, and even of arithmetic. For the picture, like the word and sentence and paragraph, needs the illuminating interpretation of the teacher, and this is especially true of the many children who are weak in observation. It is therefore a serious mistake to use a book, no matter how good the illustrations, without being as careful and methodical in helping the child to get distinct impressions from them as from the printed language of the text. — *The Educator-Journal*.

A Review Lesson on the Map of Europe.



Name the twenty cities shown in this map. On what river is each situated? Name three important cities that are omitted, and show where they should be indicated on the map.

There are shown, in whole or in part, ten independent monarchies, two republics, and four semi-independent countries. Point out and name all of them.

Point out and name twenty bodies of water and seven important islands or groups of islands which are shown in whole or in part.

A simple outline map like this is easily reproduced on the board. When the class have finished the work of Europe, as given in the book, spring a surprise on them some morning by placing this sketch on the board, and see how many can answer all the above questions. If you have taught them by the tracing and sketching method, this review test will be easy. — *Western Teacher*.

Why Counterpoint Should be Studied.

By ERNST I. ERBE.

The convenience with which chords and successions of chords are picked from the keyboard of the pianoforte and the absence of part-progression in the average pianoforte music have spread among amateurs and students of music the notion that the study of harmony, and especially that of counterpoint, is superfluous. While it is easily seen that the latter study, like the former, is not of the same importance in all the different branches of musical production and reproduction, we intend here to show that some knowledge of it is useful, if not indispensable, to every amateur or professional musician.

Most of us know that J. S. Bach, the greatest contrapuntist, always writes contrapuntally. The classicists, Haydn, Mozart, Beethoven, do so occasionally in instrumental music, but invariably or nearly so in vocal music. They regard the human voice, not the soprano only, but the other voices as well, as entitled to melodic treatment, whether employed singly or combined. Whoever would find in such treatment a mere observance of conventional rules will correct his views after hearing, or taking part in, the execution of such a work. As a poet is apt to produce verse-feet when speaking in prose, so a genuine composer will not write many measures of a four-part song without sending each voice on a melodic progression of its own. No one can afford to play pianoforte, as it were, on the vocal chords of human beings, neither should any one dare to transcribe a pianoforte piece into a four-part song.

Whoever would compose vocal music should study counterpoint, and thereby acquire the ability to treat the voices melodically. He need not, for this purpose, study a volume of 167 pages on counterpoint from beginning to end; he may, if a pianist, derive much insight into counterpoint from the study of Bach's two- and three-part "inventions," while acquainting himself with the principal rules of counterpoint. Before trying to compose, he should study the choruses in some oratorios, such as Haendel's *Messiah*, Mendelssohn's *St. Paul* and *Elijah*. In such numbers as are not, like a fugue, formally polyphonic, it is interesting to note the arrangement of the text in the single parts, where one syllable is often placed under a "sustained tone" or under a prepared dissonance, while the other voices progress.

Orchestral music and string quartets may be homophonic as

well as polyphonic, but in view of the opportunities for polyphony here offered, no attempt at composition should be made by any one ignorant of counterpoint.

While the organ would, indeed, respond to homophonic as well as to polyphonic treatment, yet a sense of respect for the dignity of the instrument and its location demands that the opportunities for polyphonic work be made use of. They consist in the sustaining power of the organ-tone and in the possibility of forming a bass at once homogenous to the other parts (by means of the pedal-couplers) and individual (by means of the 16-foot stops). To write homophonically for the organ is to display one's disregard of the solemn nature of the instrument.

A prejudice against polyphony found among amateurs may be traced to two causes. A symphony is sometimes criticized as containing "polyphonic harshnesses," which means that the composer, in the climax of a setting, masses up entries of a subject or of several subjects by different instruments, somewhat like the "contraction" or "stretto" in a fugue. If such accumulation reaches or exceeds the limit of dissonant combination permitted by the rules of counterpoint, the effect, if unpleasant to somebody's ears, is to be blamed not on counterpoint, but on the composition. For the contrapuntist may possibly avoid dissonances or limit them to "prepared" suspensions and sevenths and to the familiar (unaccented) passing tones and appoggiaturas to be found in the simplest homophonic settings. Those "prepared" suspensions and sevenths are not disagreeable to the average ear, unless played on the pianoforte by an untrained performer, who, as often happens, breaks ties by repeating the tied notes, and fails to strike tones of long duration with the requisite emphasis. This is the second cause of prejudice against polyphony. It follows from this that an elementary knowledge of counterpoint should be acquired for the mere playing of contrapuntal music on the pianoforte.

But the composer for the pianoforte should have a working knowledge of counterpoint, among other reasons, just to avoid bad dissonances. While dissonances in counterpoint are mostly "prepared" (the two dissonant tones not entering simultaneously) and invariably "resolved" (a seventh into a sixth, a second into a third), "harmonic figuration," extensively used in pianoforte music, often shows dissonances between tones of the harmonic figures and passing tones of the melody. The latter dissonances lack both preparation

and resolution; while they are easily avoided, they evidently pass unnoticed by the composer untrained in counterpoint.

While the use of harmonic intervals as intervals of progression in harmonic figuration is legitimate, the similar use of augmented intervals (augmented seconds, fourths, or fifths) offends the musical ear. A knowledge of counterpoint would not seem indispensable for avoiding these faults, but they are frequent enough, though a contrapuntist would not commit them.

Ignorance of counterpoint is the cause of faults even in "metrical figuration." Two parts, for instance, repeating tones on small members of the measure, must not form the interval of a fourth, unless an additional part completes the triad (chord of the sixth or sixth and fourth).

Besides these reasons for the study of counterpoint, it is certain that a production of pianoforte music based entirely on homophony, without any attempt at part progression, will, if continued indefinitely, finally impoverish our musical culture.

As to the composition of technical studies for the pianoforte, let me assume the following principles to be self-evident or universally accepted:—

1. Studies for two hands, with separate parts for each, are preferable to studies for one hand or in octaves.

2. Studies of a melodic construction are best suited to develop independence and strength of the fingers, and studies so occupying both hands simultaneously are preferable to those where the one hand plays mere chords or harmonic figures.

From this it follows that composers of ability could make themselves very useful by the production of two-part and three-part studies for the pianoforte in bass- and treble-clef graded from the very easiest to the difficulty of Bach's inventions.

Thus there is ample reason for musicians to study counterpoint. It will prove useful also to those who, while not aiming to compose, may have the task imposed upon them of editing a hymn-book or a secular song-book. A term of harmony-study is not always sufficient preparation for such work, especially not where the main stress is laid on memorizing the rules, or where exercises are worked out and tried at the keyboard instead of at the writing-desk. The results of such insufficient preparation are frequently observed in hymn-books, a peculiar feature consisting in the careful avoidance of doubled thirds, while worse faults pass unnoticed. In such a case

a course of counterpoint will prove a very useful supplement of preparation.

Thus it appears that a knowledge of counterpoint, more or less thorough, according to individual requirement, is very desirable for the pianist as well as the organist, for the musical editor as well as the composer, for the teacher as well as the student of harmony.

American Literature for American Schools.

By HERBERT E. FOWLER, State Normal, Lewiston, Idaho.

American literature is the expression of Americanism — it is the embodiment of the soul of America. We must teach patriotism through the direct appeal to the emotions, but we must remember that loyalty must be intelligent. If schoolchildren are to grow into true patriots, they must know their country and its ideals well enough to feel deeply and keenly all that the name "United States" implies. Facts they may get from the study of history; the living spirit of the nation is in its literature.

At the close of his address the speaker emphasized the urgent need of changes in the manner of teaching American literature. Methods must be vitalized so that the pupil is taken straight to the heart of literature. The day of literary anatomy, of the vivisection of classics, is past. The text in history of American literature should not be the basis of daily assignments, but should supplement the reading of works which it describes.

There should be greater emphasis on American literature in the high school. If the dead wood of literary history texts, is removed, there would be more time for the study of native writers.

And there must be less timidity in admitting modern writers to the sacred company of the classics. The modern living spirit of America must have its interpreters in the reading-list.

School libraries are notoriously inadequate in their number of books by recent authors. In fact, very few libraries supply a reasonable quantity of books of any kind.

The concluding point was the importance to literature teaching of an enthusiastic and inspiring teacher who can read aloud well, and who is imbued with loyalty to American ideals.

School News.

The Need of Educated Men.

We have repeatedly in these columns spoken of the need of educated men and in particular of the fact that there will be a greater demand for such men after the war than there ever was before. Every young man — and young woman also — who has a natural inclination and fitness to take up some profession or work that requires more than an ordinary education and training should seriously consider this subject, and begin the necessary study and training in some recognized school or college; and do this, too, at the earliest day possible. There should be no time lost in getting ready for the greater things coming.

We are giving our readers here an editorial on the subject taken from the *Columbus Dispatch*, which is very much to the point. It is a testimony from the secular press; and we thus see that not only the Church, but society at large is, in this matter, sounding the same call to the young men and women of our land:—

“There will be a big demand for educated men after the war, bigger than any that has heretofore existed. Not merely for men who can read and write, but for men technically trained in the universities and colleges — that is what is meant.

“A large percentage of the boys in the army will be denied the education they would otherwise have received. Many of them had started in to get a better education, and gave it up to enter the service, as was proper that they should. We must win the war first. Others intended to go to college, had it not been for the war. Many who are highly educated will return from the war, disabled or incapacitated, or will not return at all. So when the war ends, the demand for educated men will indeed be pressing.

“It is the duty of every young man who cannot get into the service to secure an education while the war is going on. Those physically unfit for military duty, those who for one reason or another are unable to get into the service, can serve their country — and themselves — by securing an education while so many of their fellows are denied that privilege.

“Uneducated men will play a smaller part in the world after the war than they have ever played. Production will be largely mechanical. Machinery is taking the place of hand labor more rapidly than ever before. Besides, there will be so many works of construction going on after the war, calling for so many educated men, that the demand for engineers and allied professions

alone will call for thousands. Then, business will be organized on a bigger scale than formerly, and with organization comes demand for educated directors and managers. The schools and colleges of this country ought to be more attractive to-day than they have ever been."—*Lutheran Standard*.

Christian Science and the Bible.

Very many of our schools are surrounded by reading-rooms of Christian Scientists, which endanger the spiritual life of our children. This necessitates that the teacher explore the doctrines of Christian Science and compare them with Scripture, thus enabling himself to show the falsehood of such doctrines to the children entrusted to his care. In the following extract of a lecture the teacher is given a helping hand towards refuting the soul-destroying doctrines of Christian Science.

W. C. K.

Christian Science as a philosophy, a religion, and a method of healing is a mass of hallucinations. The belief that matter has no reality is a mental hallucination; the belief that sin has no reality is a mental and moral hallucination; and the belief that God is everything and everything is God, to the exclusion of all evil, is a mental, moral, and spiritual hallucination.

Christian Science claims that it can heal disease after it has denied that disease has existence. If disease has no existence, there is, of course, nothing to heal. It claims to give victory over sin and death after it has denied the existence of sin and death, which really means victory over nothing.

Christian Science contradicts the experience of all normal, healthy minds by asserting that matter, sin, disease, and death have no existence. It contradicts the world of science by denying every fact and principle by which science has advanced. It contradicts the Bible. For instance:

The Bible says: "In the beginning God created the heaven and the earth." Gen. 1, 1. Christian Science says: "God never created matter." (*Science and Health*, ed. 1902, p. 335.) The Bible says: "God created man," Gen. 1, 27. Christian Science says: "Man coexists with God and the universe." (p. 266.)

The Bible says: "Abhor that which is evil," Rom. 12, 9. Christian Science says: "In reality there is no evil." (p. 311.)

The Bible says: "What is a man profited if he gain the whole world and lose his own soul?" Matt. 16, 26. Christian Science says: "It is the sense of sin and not the sinful soul which must be lost." (p. 311.)

The Bible says: "To depart and be with Christ, which is far better," Phil. 1, 23. Christian Science says: "Death is not a stepping-stone to life, immortality, and bliss." (p. 203.)

The Bible says: "Many believed in His [Jesus'] name when they saw the miracles which He did," John 1, 23. Christian Science says: "Miracles are impossible in science." (p. 83.)

The Bible says: "In that same hour He cured many of evil spirits," Luke 7, 21. Christian Science says: "The superstition that there are good and evil spirits is a mistake. Evil has no reality." (pp. 70, 71.)

The Bible says: "Now once in the end of the world hath He appeared to put away sin by the sacrifice of Himself." Heb. 9, 26. Christian Science says: "One sacrifice, however great, is insufficient to pay the debt of sin." (p. 23.)

The Bible says: "Being justified by faith, we have peace with God through our Lord Jesus Christ," Rom. 5, 1. Christian Science says: "The atonement requires constant self-immolation on the sinner's part." (p. 23.)

The Bible says: "Christ died and rose," Rom. 14, 9. Christian Science says: "Jesus' students, not sufficiently advanced to understand their Master's triumph, did not perform any wonderful works until they saw Him after His crucifixion, and learned that He had not died." (p. 45.)

The Bible says: "Whatsoever ye shall ask in My name, that will I do, that the Father may be glorified in the Son," John 14, 13. Christian Science says: "The habit of pleading with the divine mind as one pleads with a human being perpetuates the belief in God as humanly circumscribed — an error that impedes spiritual growth." (p. 2.)

Christian Science blasphemously informs us that the Jehovah of Gen. 2, 7, is the first great idol, simply because He is said to have made man of the dust. And it is apparent from the Christian Science Hymnal that it does not hesitate to mutilate orthodox hymns to make them harmonize with its vagaries.

Christian Science is prayerless. It uses the word prayer, but the fact of prayer in the Christian sense of asking a loving God for something is absent. Its text-book knows prayer only as pious meditation and right living. It uses the Lord's Prayer with the

mental reservation that it means what Mrs. Eddy distorts it into meaning. I am glad to believe that there are Christian Scientists who still pray, but if they do, it is because of the Biblical teaching of former years, which they have not yet unlearned.

Christian Science is without a personal God. It asserts that love is God, truth is God, life is God, and everything is God, because God is said to be all and in all. But it is evident that any number of things — indeed, all things put together — cannot make an infinite personality.

Christian Science is without confession of sin, and therefore without forgiveness. It does the opposite of confessing sin by denying its existence.

But the saddest feature of all is that Christian Science is without a Savior. It does not shrink from the blasphemy that Christ Himself is Christian Science. On p. 242 it says: "There is but one way to heaven and harmony, and Christ, divine science, shows us that way." It claims again that Christian Science is the Holy Spirit. On p. 55: "This Comforter I understand to be Christian Science." It also asserts that the blessed hope of the Lord's second coming is Christian Science. On p. 96 of her autobiography the leader says: "The second appearance of Jesus is, unquestionably, the spiritual advent of the advancing idea of God in Christian Science." It claims that Jesus was a mere man, who was crucified, and His dust remains in the soil of Palestine, while the only resurrection we have is Christian Science. It has taken away our Lord, and we know not where it has laid Him.

Vermischtes.

Der tiefste See. Soweit die Kenntniss der Wissenschaft reicht, ist der tiefste See der Erde der Baikalsee in Nordibirien. Nach den bisherigen Messungen beträgt seine größte Tiefe nahezu 5000 Fuß; das ist eine Tiefe, die weder in der Ost- noch in der Nordsee irgendwie erreicht wird. Der Baikalsee ist noch in vielen andern Hinsichten merkwürdig. So kann er zweifellos als das größte Süßwasserbecken von ganz Europa und Asien gelten. Er ist so groß wie das Königreich Bayern oder etwa gleich Elsaß-Lothringen, Baden und Rheinpfalz zusammengenommen. — Ganz eigenartig ist die Lebewelt des Baikalsees. Manche Fischarten kommen auf der ganzen Erde nur hier vor und leben in diesem See auch in größerer Tiefe als sonst.

Das allersonderbarste aber ist, daß sich gleichsam ganz veraltete Formen von Fischen hier finden, die an längst ausgestorbene Arten erinnern. Die Tierwelt des Baikalsees ist das, was in der Wissenschaft als eine Reliktenfauna bezeichnet wird, die aus Überbleibseln einer früher weitverbreiteten Fauna besteht und wahrscheinlich den Rest eines alten Meergebiets darstellt. Darauf verweist auch das sonst im Süßwasser unerhörte Vorkommen einer Robbenart. Robben finden sich sonst nur im Salzwasser und außerhalb des offenen Meeres nur noch im Kaspischen Meer und im Aralsee. Auch einige Krebsarten im Baikalsee haben ihre nächsten Verwandten im Meere, und zwar im nördlichen Eismeer. Um den Gegensatz zu andern Süßwassern auf die Spitze zu treiben, birgt der See keine einzige Muschel und ebensowenig eine Schnecke. Eins der eigentümlichsten Lebewesen des Sees ist endlich ein Schwamm, der außerhalb des Wassers so hart wird, daß seine Masse zum Polieren verwendet werden kann. Ein ehemaliger Zusammenhang des Baikalsees mit dem Meer ist nach diesen Tatsachen anzunehmen. (Wchslbl.)

Der größte Wasserfall der Erde ist nicht der Niagarafall, sondern der Wasserfall des Schirawati, der zwischen Bombay und dem Kap Komorin in das Indische Meer stürzt. Der Fluß selbst ist durchschnittlich 800 Meter (Yards) breit. Das Wasser fällt zuerst 100 Meter tief in einem Sturz von etwa 45 Grad herab, dann, mit gewaltigem Getöse, senkrecht mehr als 200 Meter tief in einen unergründlichen Schlund. Die gesamte Höhe des Falls beträgt also über 300 Meter und übertrifft die des Niagarafalles um etwa das Sechsfache. (Wchslbl.)

Wie viele Wörter spricht der Mensch im Leben? Ein amerikanischer Sprachforscher hat seine freie Zeit dazu verwendet, in mühseliger Arbeit auszurechnen, wie viele Wörter ein Mensch wohl in seinem Leben spricht. Das Ergebnis dieser Statistik behauptet, daß ein Schweigsamer, wenn er das Alter von sechzig Jahren erreicht hat, trotz seiner geringen Mitteilbarkeit noch immer einen Verbrauch von 35 Millionen Wörtern hatte, während der normale Durchschnittsmensch in diesem Alter zirka eine Milliarde (Billion) Wörter gesprochen hat, und der Redselige es gar auf zwei Milliarden bringen kann. (Germania.)

Meaning of Some Chinese Names. — The ordinary reader of Chinese names, as they are seen in the papers and magazines, has no thought that in each one may lie a hidden meaning. In geographical names, such as those of towns, mountains, rivers, etc., we find *kiang*, *fou*, *chai*, *pai*, *hei*, *yang*, and others, and we accept

them as being merely Chinese, and think nothing more of them. As a matter of fact, nearly every name has a meaning, and the following are a few of those meanings: King is the word denoting a metropolis; Fou denotes a city of the first class or the capital of a province; Chu, a city of second rank; Kien, a city or town of third rank; Ta, great; Siao, small; Nan, south; Toug, east; Pei, north; Chan, a mountain; Ling, a hill; Kouan, a fortified place; Chai, an encampment of troops; Chang, superior; Pai, white; Yang, blue; Hei, black; Wei, a camp; Men, a barrier. For example, take Peking; here we find a combination of Pei and King, which means a metropolis of the north, while Nanking is a metropolis of the south. Look up a few of the Chinese names in your geographies, and if you do not find them very interesting, I am much mistaken. — *Young People.*

Literarisches.

OUR BOYS. Dedicated to the Army and Navy. Solo for medium voice. Words and music by *Herm. M. Hahn*. Price, 25 cts., net. Published by the composer, 2852 Broadway, Fort Wayne, Ind. Order from Concordia Publishing House, St. Louis, Mo.

A striking and stirring melody with piano accompaniment. The poetry consists of three stanzas, the music of two pages in large print. The selection was successfully sung by Ernest Moeller, leading baritone with the American Grand Opera Company. Though intended for solo, it will be very effective if sung by a chorus of schoolchildren. The composer has also arranged it for Male Chorus and for Mixed Chorus. In these arrangements it costs 12 cents per copy.

M. L.

Mache dich auf, werde Licht! ARISE, SHINE! Missionsfestmotette für gemischten Chor. Preis: 15 Cts.; Porto extra. Zu beziehen vom Komponisten, Prof. Fritz Reuter, 126 N. Washington St., New Ulm, Minn. Dasselbe für Männerchor. Preis: 15 Cts.; Porto extra. Dasselbe für dreistimmigen Kinder- oder Frauenchor. Preis: 15 Cts.; Porto extra.

Ein dem Sinn des Schriftworts Jes. 60, 1 ff. frei angepasstes Chorstück. Es zergliedert sich, wie folgt: 1. Sostenuato: „Siehe, Finsternis bedeckt das Erdreich und Dunkel die Völker.“ 2. Allegro: „Aber über dir gehet auf“ usw. 3. Allegro moderato: „Und die Heiden werden in deinem Lichte wandeln.“ Letzteres fugenmäßig. Das Stück umfaßt drei Seiten in dem gewöhnlichen Format, hat deutschen und englischen Text, aber keine Orgelbegleitung. Allen Dirigenten und Chören wärmstens zu empfehlen.

M. L.

Altes und Neues.

Inland.

Aus den Lehranstalten der Allgemeinen Synode von Wisconsin usw. ist folgendes zu berichten: Das theologische Seminar zu Wauwatosa, Wis., entließ 14 Kandidaten ins Predigtamt, das D. Martin-Luther-College zu New Ulm, Minn., 10 Kandidaten ins Schulamt, das Michigan Lutheran Seminary zu Saginaw, Mich., 5 Schüler zum weiteren Studium. Im College zu Watertown zählte die abgehende Klasse der klassischen Abteilung 19 Schüler und die der Geschäftsabteilung 14 Schüler. M. L.

Das Direktorat des D. Martin-Luther-College zu New Ulm wird nun wieder besetzt durch die Person Pastor J. Meyers, der zuletzt einer Gemeinde in Oconomowoc, Wis., vorstand. M. L.

Ihr neues Schulhaus weihte am 9. Juni die Dreieinigkeitsgemeinde der Wisconsin-Synode zu Friesland, Wis., ein. M. L.

Im Lehrerseminar der Ohio-Synode zu Woodville, O., absolvierten 9 Schüler den akademischen, 4 den Lehrers- und einer den Musikkursus. M. L.

Welch traurige Zustände im Süden unsers Landes vor dem Bürgerkrieg in den sechziger Jahren des vorigen Jahrhunderts herrschten und zum Teil noch herrschen, hauptsächlich mit Bezug auf Schulbildung, mögen folgende Worte, die wir dem „Apologeten“ entnehmen, dartun: „Vor dem Bürgerkrieg gab es im Süden mit Ausnahme einiger Grenzstädte keine Freischulen. Ja, es war auch bei Gefängnishaft verboten, den Neger im Lesen und Schreiben zu unterrichten. Daher kam es auch, daß, als nach dem Krieg die farbige Washington-Konferenz organisiert wurde, nicht ein einziger Prediger lesen konnte. So hörte ich nämlich einen unserer Bischöfe erzählen. Wir haben gegenwärtig zehn Millionen Neger im Süden, die, wenn vielfach auch nur für einige Monate im Jahr, zur Schule gehen können. Viele südliche Städte sind aber so gut mit Schulen versehen wie im Norden. In den Gebirgsgegenden des Südens wohnen heute weitere zehn Millionen Weiße, die während des Krieges loyal blieben und deren Vorfahren keine Sklavenhalter waren. Auch bei diesen ist gegenwärtig der Schulunterricht noch sehr notdürftig. Der Präsident eines College, das für diese Klasse Lehrer heranbildet, sagte in meiner Gegenwart in West Palm Beach folgendes: „Der Hunger nach Schulkenntnissen unter diesen Leuten ist unbeschreiblich, und sie sind willig, dafür irgendein Opfer zu bringen; aber sie sind sehr arm. Viele wohnen vierzig Meilen von einer Eisenbahn, zehn Meilen von einem Postamt und zehn Meilen von einem Kaufladen.“ Bei Aushebung der ersten Klasse von Rekruten in Kentucky im Jahr 1917 stellte es sich heraus, daß von den Ausgehobenen 30,000 weder lesen noch schreiben konnten.“ (Gemb.)

Die Schulbehörde in Cleveland, O., hat sich mit Richter Adams vom Jugendgericht in Verbindung gesetzt, um eine Abendschule für jugendliche Delinquenten einzurichten. Hilfschulsuperintendent Castle steht hinter dem Projekt, und er verspricht sich viel davon. Seiner Ansicht nach werden 99 Prozent Gesetzesübertretungen jugendlicher Personen während müßiger Stunden am Abend begangen. Castle drückte sich dahin aus, daß, falls es in seiner Macht stünde, er jeden jungen Mann und jedes junge Mädchen

durch Spiel und Arbeit so ermüden würde, daß sie froh wären, schlafen zu gehen. Müßiggang sei aller Laster Anfang. Junge Leute, die von jetzt an nächtlich auf den Straßen bei der Ausführung von Verbrechen ertappt werden, oder die sich irgendwelcher Gesetzesübertretung schuldig machen, werden zur Abendschule verurteilt werden. Sie werden gezwungen werden, die Schule jeden Abend zu besuchen, wo sie nützlichen Unterricht empfangen werden. Man hofft außerdem, jugendlichen Delinquenten damit eine Gelegenheit zu geben, sich zu bessern, ohne sie in Strafanstalten zu senden oder unter Parole stellen zu müssen. (Germania.)

Ausland.

Die Zahl der weiblichen Studierenden in Deutschland hat seit 1914 ganz beträchtlich zugenommen. Im Winter 1913/14 zählten die deutschen Universitäten 1130 weibliche Studierende, weniger als sieben Prozent der Gesamtziffer. Im vorigen Winter waren es 5757 — volle vierzig Prozent der Gesamtziffer. Hinsichtlich der Verteilung der weiblichen Studentenschaft auf die einzelnen Studiengeweige zeigt sich, daß in der Hauptsache zwei Wissensgebiete von den weiblichen Studierenden bevorzugt werden, nämlich das höhere Lehrfach und die Medizin. Ersterem sind zurzeit 3825 weibliche Studierende zuzuzählen, von denen 2789 Philologie und Geschichte und 1036 Mathematik und Naturwissenschaften studieren, gegen 2124 und 761 vor Kriegeausbruch. Kameralia (Staatswissenschaft) und Landwirtschaft studieren 220 (vor 1914: 132), Rechtswissenschaft 138 (57), Zahnheilkunde 64 (51), Pharmazie (Arzneiheilkunde) 30 (14) und evangelische Theologie 18 (16). Die Wahl der Universitäten deutet an, daß die Frauen die Reichshauptstadt verhältnismäßig so stark besuchen wie die männliche Jugend, daß sie aber im übrigen bei der Wahl der Universität ihre eigenen Wege gehen, was insbesondere in der Bevorzugung von Bonn, Heidelberg, Münster und Frankfurt und in dem geringen Besuche von Leipzig, Halle und Freiburg zum Ausdruck kommt. Letzten Winter hatte Berlin 1276 weibliche Studierende, München 760, Bonn 515, Heidelberg 344, Münster 320, Marburg 317, Leipzig 292, Göttingen 273, Breslau 269, Frankfurt a. M. 225, Jena 177, Königsberg 170, Halle 164, Freiburg 138, Tübingen 115, Kiel 102, Greifswald und Stralsburg je 70, Würzburg 49, Gießen 47, Rostock und Erlangen je 32.

Analphabeten in China und Japan. *Students in Asia*, ein von G. Sherwood Eddy verabfaßtes Buch, weist nach, daß jetzt in China nur 3 Prozent der schulpflichtigen Kinder Schulunterricht bekommen, in Japan hingegen 98 Prozent. M. L.

Die größte Sonntagschule in der Welt ist nicht in sogenannten christlichen Ländern zu suchen, sondern im dunklen Afrika. Hier besteht unter Leitung der Presbyterianer in Glat, Kamerun, eine Sonntagschule mit 21,000 Schülern. M. L.

Eingegangen für die neue Anlaorgel.

Zinsen vom 1. Januar bis zum 1. Juli 1918: \$7.99. Gesammelt bei Gelegenheit des Orgelkonzerts während der Versammlung des Michigan-Distrikts: \$106.34. Früher quittiert: \$456.96. (S. \$571.29.) Herzlichen Dank!

W. B. Miller, Schatzmeister.